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### PURPOSE, CONTENT AND ESSENCE OF USING UZBEK LANGUAGE IN THE FIELD FOR STUDENTS OF THE RUSSIAN GROUP AT MEDICAL INSTITUTIONS

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#### **Abstract:**

This article describes in detail the specific aspects of the use of the Uzbek language in the field and its purpose for students of the Russian group in the state medical universities of Uzbekistan. The useful aspects and positive impact of the Uzbek language on medical students are listed.

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#### **Introduction**

Today, professionally oriented, communicative and competence-based approaches to language teaching are relevant for all areas of education. One of the effective methods of teaching the Uzbek language for Russian groups in medicine is to teach the Uzbek language directly in professional

activities.

**Discussions:** In accordance with the above approaches, the goal of teaching Uzbek to medical students studying in Russian groups is to develop their ability to use the state language not only for professional and personal communication, but also for continuous self-development.

The need for future doctors to master the Uzbek language is related to two factors: to be able to establish an alternative communication with patients in medicine and to be able to keep work documents in the state language. Good doctor-patient communication leads to patients being satisfied with their care, following doctor's recommendations, adhering to the treatment plan, improving mental health, and improving psychological adjustment.

One of the main requirements for specialists of all countries is to know the national language well, to be able to establish sufficient communication with patients and understand their pain, and to correctly write written work documents in the national language. However, today the use of the Uzbek language in medicine by Russian groups is developing slowly, which means that the professional speech in medicine is still flowing.

Thus, today, the content of teaching the Uzbek language for medical purposes to students in Russian groups covers the following aspects:

- establish oral communication with patients and colleagues;
- written communication on professional topics (filling in work history, referrals to specialists, medical reports and other medical documents);
- reading scientific texts on medical topics;
- delivering lectures and presentations in Uzbek language at conferences.

In order to increase the effectiveness of the educational process, work with students is carried out on the basis of both local and well-formed foreign textbooks. Manuals developed by local authors for medical specialties allow students to develop the lexical and grammatical minimum, the skills of working with special texts; knowledge of anatomy, physiology and pathological processes, care methods, diagnosis and treatment, but to lesser extent communication skills which are important in working with patients. This task can be accomplished through the use of the Uzbek language in the profession, which serves to develop communication skills with colleagues, patients and their families, often on complex and sensitive issues.

Thus, during the educational process, the main textbooks of the Uzbek language (for example, "Uzbek language" (K. Turdiyeva, D. Ahmedova), "Uzbek language" (U.P. Lafasov, A.Q. Ismailov, A.P. Madvaliyev), "Uzbek language" (K.Sh. Turdiyeva, D. Ahmedova, G.K. Kurambayeva, M.Kh. Mahkamov, F.A. Akbarkhodyeva)) improves not only medical knowledge of students, but also language skills in practical communication situations.

Teaching the Uzbek language to Russian groups in medicine has a number of characteristics:

- Use of the simple tense (past, present) in describing the processes, mechanisms, functions of body systems, collecting and determining information about existing complaints and the patient's condition (Where does the pain appear? Is the pain different? Does it spread? Does it wake you up at night?),

taking an anamnesis (When did the pain start? How long has it been going on?).

- the use of the passive voice in oral and written speech (a needle is inserted; the patient is given a sedative to improve sleep);
- being able to understand and use abbreviations correctly;
- the presence of medical phrases (When did the pain first appear? Do you think there is a reason that caused it? If possible, try to get into the medication regimen);
- superiority of verbs over nouns.

In order to familiarize students with methods of developing and strengthening medical speech, various tasks are used, for example:

1. Use of phrases and combinations;
2. teaching terms and comparing them with their translation definitions;
3. filling in the gaps in the sentences and text;
4. comparison of medical terms with their equivalents in Russian;
5. classification of diseases and symptoms, etc.

One of the main difficulties in the process of teaching students is that they have different levels of language proficiency. From the point of view of students' academic achievements, this situation may cause problems, albeit to a small extent, but on the other hand, students get used to the difference in language skills and learn from their peers.

For example, I give exercises and tasks for my students with different levels of knowledge within the same topic according to their language levels. I try to help other students by giving additional tasks for students who have difficulties in communicating in Uzbek. It should be taken into account that giving easy exercises to educated students and difficult exercises to students with a lower level of language skills weakens their interest and effort in science and causes various difficulties. Therefore, it is necessary to organize lessons taking into account all factors in the process of language teaching.

Thus, although the mixed-level learning environment is cognitively and emotionally difficult for the teacher and students, it serves to develop professional social skills in the Uzbek language.

The use of the Uzbek language in the medical academy, which has great educational potential, is a source for the formation and development of communicative skills and competences, in addition to the development of a person verbally and in writing. The use of the Uzbek language in the field is professionally oriented, serves as a professional medical training of the future specialist and is distinguished by its close connection with other disciplines.

The purpose of this subject is to create a solid foundation for practical knowledge of professional medical language, to understand scientific medical literature, and to develop communication skills.

Areas of application of the Uzbek language for future doctors:

1. communicating with the patient's relatives during emergency medical care;
2. collection of anamnesis;
3. patient care;
4. reading specialized literature, etc.

As part of training a modern medical worker, we should pay special attention to communication skills in various professional situations. Dialogue in the educational process is an effective means of developing oral speech. During the educational activity, we can create conditions for modeling the medical processes related to the topic on the basis of dialogue, thereby making comprehensive use of students' professional knowledge and improving their speech in the Uzbek language.

Communication helps to form the skills of oral speech and the abilities of students. Stimulates speech activity when there is a need to say, ask, or know something. Such tasks force students to think, analyze, systematize the learned material, as well as activate cognitive thinking (In original version the dialogue is in Uzbek language):

Dilnoza: - Lena, here we are finishing the first course. Time passed in the blink of an eye.

Lena: - Yes, Dilnoza. Exams will start soon. You know, Dilnoza, I am proud to be a friend of you.

Dilnoza: - Me too Lena. Do you miss Samarkand too?

Lena: - Yes, I miss my grandmother and aunt. I will go to see them after the exams and practice. I will invite you too if you want.

Dilnoza: - I was in Samarkand.

Lena: - I wish you could see Samarkand now. It has become very beautiful. Of course, I will take you.

Dilnoza: - Let's think about it.

Lena: - We studied a lot of diseases, we learned what causes them and how they progress. In this regard, I am grateful to our teachers.

Dilnoza: - You are right, we learned several methods of providing first aid in different situations. I am also very proud of our teachers.

Lena: - I came to this conclusion while studying diseases. In order not to get such diseases, a person should be trained from childhood.

Dilnoza: - It is necessary to eat foods rich in vitamins and treat any disease at the initial stage.

Lena: - Yes, the most important thing is to follow the rules of personal hygiene. They paid attention to hygiene requirements from a long time ago. Doing physical exercises also increases the body's resistance to various influences.

Dilnoza: - You are right. Let me tell you something, yesterday I finished the salad making course. I invite you to our house to eat a salad rich in vitamins.

Lena: - Wow, really, first of all I congratulate you. I accept your offer. Do you play table tennis now? Remember, you promised.

Dilnoza: - Of course.

**Conclusion:** Learning the Uzbek language by applying it in the field also helps medical students to become mentally and intellectually mature people. In addition, students will acquire skills such as keeping business documents in the state language, the art of official communication, and the

ability to talk with the patient and his relatives.

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